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RWANDA



Literacy, Language and Learning (L3) Initiative

Workplan

October 1, 2012 – September 30, 2013



Submitted by Education Development Center, Inc.
Agreement #696-A-11-09-00006

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SUMMARY

The Language, Literacy and Learning Initiative (L3L3) is a 5-year program financed by the United States Agency for International Development (USAID) and implemented by the Education Development Center, Inc. (EDC), with technical assistance from Volunteer Services Overseas (VSO), Concern Worldwide (CW) and International Educational Exchange (IEE). The implementation dates are August 2011 – August 2016. The L3 initiative's goal is to strengthen teaching and learning so that children leave primary school with solid literacy/numeracy skills.

The initiative has five principal objectives:

- **Improve the quality of reading, mathematics and English teaching in P1 to P4.** The L3 initiative trains teachers trained in how to implement the new, evidence-based reading and mathematics teaching strategies and how to use associated L3 instructional materials effectively. The initiative also initiates activities to motivate teachers and improve their working conditions.
- **Improve the availability of teaching and learning materials.** The L3 initiative provides teachers with instructional materials keyed to the new instructional practices. It also increases the availability of reading material by distributing over one million supplementary books. Finally, it introduces accessible and sustainable technologies (radio/audio, cell phones, video) to enrich students' learning.
- **Support the teaching of English and the transition to English as the language of instruction in P4.** The L3 initiative will produce interactive radio/audio instruction (IRI) programs for English as a second Language to develop students' and teachers' English communication skills and support their gradual transition to English as a language of instruction.
- **Strengthen Ministry capacity.** The L3 initiative embeds literacy/numeracy specialists in the central Ministry and the 11 TTCs, providing day-to-day support in literacy/numeracy and teacher training reforms.
- **Improve equity in education.** The combination of scripted teacher lessons and IRI programs ensures that all students – those in urban areas as well as those in the most remote regions - receive equal access, each day, to quality instruction. Their teachers also receive ongoing training in effective and inclusive instructional practices. The program targets additional resources and support to students in disadvantaged areas.

The following workplan details targets and activities for the second year of implementation (October 1, 2012 – September 30, 2013).

ACTIVITIES IN 2012-2013 (FY13)

This document presents the L3 initiative's activities and planned outputs for Fiscal-Year 2013. It is organized by results. Each result is broken down into its contributing activity sets, or components, and each component is described in terms of its FY13 activities. Finally, each planned activity for FY13 is summarized by an expected output for the fiscal year. These outputs contribute to the broader, program-level outputs and outcomes for L3 as a whole.

At the end of the document, we summarize planned FY13 outputs and activities by result and activity, and state the timeframe within which we expect each activity to be completed. This summary table links back to the broader initiative-level set of outputs and outcomes presented in the L3 Performance Monitoring Plan (PMP).

Administration and Management

The L3 team will ensure that the administrative procedures put in place in year 1 are reinforced in year 2. This includes preparing and submitting for home office review detailed monthly financial statements and projections, and submitting to USAID on a quarterly basis, financial accruals. Technical partners will continue to submit detailed quarterly reports for inclusion in the L3 quarterly and annual reports prepared and submitted to both USAID and the Rwanda Education Board (REB). These reports, as well as the financial accruals, will serve as the basis for the quarterly portfolio reviews organized by the L3 Project Director. These reviews will focus on examining progress to date with respect to the annual work plan and identifying, if necessary, measures to address identified concerns.

To ensure ongoing monitoring of the workplan and expected deliverables, the L3 administrative team will organize monthly meetings with all L3 implementing partners. During these meetings, implementing partners will report on activities initiated over the previous month as well as those expected to be carried out in the upcoming month, identify challenges encountered, and engage in joint problem solving to address outstanding issues in a timely manner.

Outputs for Administration and Management

- Monthly financial statements and projections are completed and submitted on time
- Quarterly accruals are prepared and submitted to USAID on a timely basis
- Detailed and high quality quarterly and annual reports are prepared and submitted on time
- Quarterly portfolio review meetings are organized and used to identify successes, as well as measures that need to be implemented to ensure work plan is respected
- Monthly meetings are organized with L3 subcontractors to review progress

Ministry of Education/Rwanda Education Board Partnership Building

To ensure continued Ministry and Rwanda Education Board (REB) involvement in all aspects of program design and implementation, the L3 initiative will continue to work in close collaboration with the three primary departments of REB for all L3-related activities: Curriculum and Pedagogical Materials, Quality Standards and Teacher Development and Management.

In terms of technical partnerships, L3 will continue to provide support as needed to REB to advance key policy and technical initiatives. This includes co-chairing the School-based Mentoring (SBM) technical working group, participating in the Continuous Professional Development task force, the Rwanda Reads Initiative task force and the Rwanda Reads Steering Committee.

The L3 Administrative Team will meet at least quarterly with the REB Director General to review progress and challenges over the quarter and identify ways of reinforcing the current partnership.

Outputs for Ministry of Education/Rwanda Education Board Partnership Building

- Continuous Professional Development (CPD) task force meets regularly to coordinate efforts and respond to REB emerging priorities
- School-based Mentoring Technical Working Group (SBMTWG) meets regularly to support TDM in developing policies and procedures for roll-out of SBM program
- Rwanda Reads Technical Committee meets regularly to advance Rwanda Reads Initiative
- Rwanda Reads task force meets regularly to advance Rwanda Reads Initiative multi-year strategic plan
- Quarterly meetings held with REB DG to review progress

Communication

The communications program launched in Year 1 will be reinforced and expanded in Year 2 to ensure that stakeholders at all levels of the system are informed of efforts to improve literacy and numeracy instruction and learning, particularly in the early grades. At the request of the Director General of REB, the current L3 website will be repurposed to serve as the primary website for the dissemination of information about the Rwanda Reads Initiative (RRI). The L3 communications officer will ensure that the website is updated regularly so that it contains current information about L3 and RRI activities. The communications officer will also continue producing articles about L3 and RRI initiatives and ensuring their distribution to various print, radio, television and online media outlets. Quarterly success stories will also be produced and submitted to USAID for distribution through their online system.

The quarterly reports, as well as the success stories and media articles will serve as the basis for the production of an electronic semi-annual newsletter that will be distributed to educational stakeholders across the country.

Finally, the L3 administrative team will ensure that quarterly reports are distributed to the Director General of REB as well as the Deputy Director Generals.

Outputs for Communication

- Repurposed L3 website operational and updated regularly
- Articles on L3-supported initiatives published regularly in local media outlets
- Semiannual newsletter published and distributed to stakeholders
- Success stories developed and submitted to USAID each quarter (1 story per quarter)
- Quarterly reports distributed to DG, REB and DDGs, REB

Result 1: Improved quality of teaching

Activity 1.A: Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision.

In Year 1, L3 supported the development of draft national standards for reading (Kinyarwanda and English) for P3 and P5. In Year 2, L3 will develop criteria for grade-appropriate reading texts for these languages and grade levels, work with REB technicians to develop texts aligned with these criteria, and use these texts to collect fluency data from a nationally-representative sample of P3 and P5 students. The results will allow REB to validate or modify the draft national standards established in Year 1.

In addition, L3 will work with the CPM, TDM, Quality Standards and Evaluation and Accreditation departments of REB to develop draft standards for mathematics (numeracy), as well as performance tasks to evaluate progress with respect to these standards. Once developed, these standards will form the basis for the development of the revised P1 to P6 mathematics curriculum.

The national standards will serve as critical reference points for the development of simple diagnostic tools for each term of P1 and P2 that teachers (or community members) can use to monitor students' progress in reading and numeracy. The tools will be incorporated in the teacher's manuals for those grade levels. Teachers and head teachers will be trained to use these tools through the School-based Mentoring Program (SBMP). The tools will also be shared with the local NGO recruited to design and implement a community volunteer program (see 1.F below).

The draft national standards for reading and mathematics communicate a vision of effective literacy instruction. In Year 2, L3 will work with CPMD and the consulting company recruited to support the development of the revised curriculum to identify how to ensure that this vision is embedded in the revised curriculum. This will include identifying the process that will be used to support the curriculum revision process and how L3 resources can be leveraged to support this process. Once this is clear, L3 will put in place a program to mobilize those resources.

Outputs 1.A:

- National reading standards for P3 and P5 Kinyarwanda and English validated

- Draft national standards for numeracy, P1 to P6, and performance tasks to measure progress with respect to these standards developed
- Classroom and school-based P1 and P2 tools to measure progress with respect to those standards developed and distributed to L3 schools
- Terms of reference for L3 support to curriculum revision process developed

Activity 1.B: Develop an instructional package keyed to the new standards

In Year 1, the L3 team spent considerable time developing a clear scope and sequence for P1 and P2 mathematics, English and Kinyarwanda reading. The latter presented the greatest challenge and as of the end of Year 1, the team and REB Kinyarwanda specialists have not reached consensus on term 3 of P1 and terms 2 and 3 of P2.

To facilitate reflection on optimal sequences for introducing reading skills, in Year 2 the L3 team will work with CPMD Kinyarwanda specialists to support the adaptation of the Synphony online software program for Kinyarwanda. The software provides curriculum and instructional materials developers with an empirical analysis of the frequency with which each letter appears in the Kinyarwanda language, as well as the usefulness of each letter in forming words (productivity analysis). The latter will enable CPMD specialists to analyze and understand the implication of the order in which letters are introduced has for beginning readers to read authentic words. This analysis and hopefully understanding should lead to an informed discussion of the optimal order for P1 and P2 reading programs.

In addition, in Year 2 the L3 team will work with CPMD to finalize the scope and sequence for P3 English, Kinyarwanda and Mathematics.

Output 1.B:

- SynPhony adaptation completed for Kinyarwanda
- Scope and sequence for P1 and P2 (remaining terms) approved
- Scope and sequence for key P3 skills in English, Kinyarwanda and Mathematics finalized.

Activity 1.C Complete School-based Mentoring (SBMP) framework and train mentors

In Year 1, L3 supported the development of a conceptual framework (Concept note) for the new School-based Mentoring program. The framework defined the goals of the program and the differentiated roles and responsibilities of all actors in the system: School-based mentors, senior mentors, Teacher Development and Management Department (TDM)/REB, District Education Officers (DEOs), Sector Education Officers (SEOs), Head Teachers (HTs) and Directors of Studies (DOS). It also outlined the required resources and strategies to mobilize them to ensure the success of the program.

In Year 2, L3 will support the implementation of the framework through the development of a five-year costed strategic plan keyed to the framework. The plan will outline short and long term

priority activities that will need to be implemented to support the SBMPs, and specify the technical and financial resources available to support those activities. It will also outline any technical and/or financial gaps and the possibilities for filling those gaps. Once validated, the strategic plan should constitute a road map for the roll out of the program.

In addition to the costed strategic plan, L3 will support the development of revised SBM and Senior Mentor (SM) job descriptions keyed to the new conceptual framework. L3 partner IEE will support the validation of professional standards for SBMs and SMs.

TDM is expected to recruit the remaining SBMs and SMs before the end of the 2012 calendar year. L3 will provide administrative and logistical support to the recruitment process. Once a cadre is identified, IEE will develop and implement a training program to train SMs on the principles of effective mentoring. The training program will be in the form of self-directed video modules that SMs can use to train SBMs on these same principles.

Throughout 2013, L3 will continue to produce these self-directed video modules that SMs can use to reinforce the skills of SBMs and that SBMs can use with teachers to reinforce their instructional practices and/or English language skills. L3 will also procure and distribute video viewing systems to support the use of these video modules.

Outputs 1.C:

- Costed strategic plan for SBM program developed and validated
- SBM and SM job descriptions revised and validated
- Professional standards for SBMs and SMs validated
- Training plan for SM and SBM continuous professional development (initial + follow up trainings) developed and validated by SBM task force
- SMs and SBMs trained in effective mentoring practices
- Self-directed video modules developed to support SM and SBM training, as well as teacher trainings facilitated by SBMs
- Video viewing systems procured and distributed to SBMs and SMs.

Activity 1.D: Roll out the SBMP

Early in Year 2, the L3 Monitoring and Evaluation (M&E) team will work with Quality Standards and Teacher Development and Management to identify the 90 schools that L3 will target in 2013 and the SBMs and SMs assigned to these schools. Throughout the school year, the L3 School-based Mentoring Task Manager will support bi-weekly (once every two weeks) meetings of SBMs with their SMs, and assist the SM in conducting visits to SBM work sites. These visits will also serve to monitor the implementation of the SBMP in targeted schools

Early in the 2013 school year, SBMs and P1 and P2 teachers of English, mathematics and Kinyarwanda will be trained on the new L3 instructional materials, including the interactive audio programs. SBMs will also organize bi-monthly follow-up meetings with teachers, using the

self-directed video modules, to reinforce teachers' understandings of how to use the materials effectively, and to conduct follow-up classroom visits.

Outputs 1.D

- 2013 L3 target schools identified
- Senior and School-based Mentors identified for 2103 schools
- SBMs and P1/P2 English, mathematics and Kinyarwanda teachers trained on new L3 materials
- SBMs conduct biweekly meetings of SBMs to reinforce skills and understanding
- SBMs conduct regular meetings of P1/P2 teachers and classroom visits to reinforce use of materials

Activity 1.E Incorporate the Rwanda L3 literacy/numeracy models in TTCs.

In Year 1, the L3 team and L3 implementing partner VSO provided technical support to the Kigali Institute of Education (KIE) for the development of a new English language course, as well as a course in language methods and practices. KIE also developed a new mathematics methods course. The new English and language methods courses include direct instruction on L3 literacy practices, including evidence-based reading instructional practices.

To support the implementation of these new courses, in Year 2, L3 will provide TTCs with copies of the new P1 and P2 instructional materials and organize a training workshop for TTC instructors and VSO volunteers on how to use the materials in early primary grades. It is hoped that TTC instructors in their language will then use the materials and mathematics methodology courses to model effective teaching practices.

Early in Year 2, a VSO volunteer with expertise in mathematics education will be recruited for CPMD. That volunteer will develop a draft tool kit on how to organize and facilitate Math Camps for primary school teachers, field test the Math Camp with interested primary teachers and present CPMD the tested tool kit. The validated tool kit will then be used to organize Math Camps at TTCs and in L3 targeted areas.

Math Camps

The goal of Math Camp is to introduce teachers to the power of problem solving in developing students' mathematic understandings and reasoning skills, and model for them the types of instructional practices they should be using in their classrooms. Teachers who participate in Math Camps will receive problem sets, keyed to the new math standards and the current P1 to P6 curriculum that they can use with their students.

Finally, VSO volunteers in the TTCs will continue to organize Writers' Workshops for their students to introduce them to storywriting and the power of story in early primary reading programs.

Outputs 1.E

- L3 P1 and P2 instructional materials distributed to all 13 TTCs
- TTC instructors and VSO volunteers trained on L3 instructional materials
- Math Camp tool kit developed, field tested, revised and presented to CPMD
- Math Camps organized for teachers and student teachers

- Writers' Workshops organized in TTCs

Activity 1.F Pilot initiatives to improve teachers' motivation and working conditions

The L3 Initiative will recruit a local NGO to develop and implement in L3 field test schools a training program for those interested in becoming literacy/numeracy volunteers. The program will include training in how to: 1) make low-cost instructional materials, 2) use L3 instructional materials to support student learning, and 3) use simple L3 tools to assess students' early reading and numeracy skills. A short term VSO volunteer with experience in community mobilization will be recruited to support the local NGO in getting the program off the ground as quickly as possible.

L3 implementing partner Concern Worldwide will also develop and implement training modules for Parent Teachers Committees (PTCs) in 2103 L3 schools. The modules will reinforce PTC management capacity, as well as their ability to identify and initiate teacher-motivation activities related to literacy/numeracy and English, including launching income-generating activities to subsidize teacher housing, professional development activities or income levels.

At the end of Year 2, L3 will distribute small grants to schools and/or sectors that implement measures to 1) motivate teachers; 2) reward teachers/schools with improved literacy and numeracy outcomes; and 3) improve girls' literacy and numeracy results.

Outputs 1.F

- Local NGO identified and recruited to develop and implement literacy volunteer program
- Modules to train volunteers developed and implemented in L3 schools
- VSO volunteer recruited to support local NGO
- Modules to reinforce PTC management capacity developed and PTCs trained in how to initiate teacher motivation activities in L3 schools
- Grants distributed to schools and/or sectors that implement outstanding programs

Result 2: Improved availability and use of teaching and learning materials

Activity 2.A: Provide all teachers and students with a comprehensive package of learning materials

In Year 2, the L3 team will finalize P1 and P2 instructional materials for Kinyarwanda (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, etc.), English (IAI programs, teacher's manual, decodable texts) and mathematics (IAI programs, teacher's manual). The materials will be bound by term (term 1 package, term 2 package, term 3 package) and distributed to 2013 schools, along with audio players. Throughout the year the team will

monitor the implementation process and identify adjustments that need to be made prior to the nation-wide rollout.

In addition, the team will launch the production of year 3 materials. This will include doing audience research in P3 classrooms, and working with CPMD to finalize a scope and sequence for the materials.

Outputs 2.A:

- P1 and P2 instructional materials and audio players distributed to 2013 L3 schools.
- Term 1, P3 materials developed and ready for distribution.

Activity 2.B: Pilot additional innovative tools and materials, particularly in rural and low-income regions

In Year 1, USAID e-interns began identifying additional video materials that could be uploaded on the mentor-based video viewing systems for use in classrooms or at the community level. In year 2, the list will be expanded and the final list of materials reviewed by CPMD to identify those that should be made available to schools and communities in rural or low-income areas. A brief teacher's manual will also be developed on how to use video effectively in the classroom or with the community. It is expected that the materials will be uploaded in Q3 and teachers in initial sites trained on how to use them.

L3 will also work with the joint USAID-L3-REB technical committee to explore how cellphones, and in particular SMS, can be used to provide additional support to the implementation of enhanced literacy/numeracy programs in rural or low-income schools. This will include negotiating preferred rates with local cellphone providers and piloting an SMS-based system to: 1) both disseminate or receive information/data about program implementation and 2) provide teachers and students with follow-up reading and mathematics learning activities.¹

The first mobile library will be launched in November 2013. In Year 2, the tool kit for launching and managing a mobile library will be completed, additional reading materials will be purchased and at least 10 new libraries will be launched. Data will be collected on the effectiveness of the libraries (user rates and profiles, books selected, etc.) and the system refined before rollout to additional communities in year 3.

To increase the amount of reading material available in TTCs, VSO volunteers in TTCs will work with the Brothers to Brothers Foundation in Q4 to identify priority materials for inclusion in book fairs scheduled to take place in Year 3.

Outputs 2.B:

¹ One of the proposal submitted to the Innovation Fund involves putting in place an SMS-based system to mentor School-based mentors and Senior mentors. Should that proposal be funded, the activities described above will be modified to align with the new proposal.

- Suitable educational video material identified, uploaded onto portable video players and piloted in field test sites.
- SMS system for disseminating and receiving information on L3 initiative activities and for providing teachers and students with follow-up mathematics, reading and ESL activities developed and piloted in field test schools.
- Preferred rate for Ministry-approved mobile phone-based educational activities negotiated.
- Mobile library system piloted, refined and ready for expansion in YR 3.
- Priority materials for inclusion in Brothers to Brothers Foundation shipments identified.

Activity 2.C: Support student, teacher and community production of low-cost/no-cost materials.

In YR 2, VSO volunteers will train student teachers, SMs and SBM on how to make and use low-cost/no-cost instructional materials to support literacy and numeracy. SBMs will then organize regular “make and take” sessions for teachers and community volunteers in 2013 target schools to show them how to build and use lo-cost/no-cost materials for their classroom. The sessions will provide the basis for the development of a video-module that SMs, SBMs or VSO volunteers can use to organize regular “make and take” sessions during the roll-out phase.

The L3 initiative will also lay the foundation for the distribution of teacher (and potentially student)-authored materials by negotiating with the Ministry to have locally-developed materials produced during Writers’ Workshops, Math Camps or National Competitions evaluated for potential inclusion in the list of resource materials districts can purchase with their annual textbook budget. A short term (six-month) VSO volunteer will be recruited for CPMD to lead this process.

Outputs 2.C:

- Student teachers and SMs/SBMs in L3 target schools trained in how to make and use low-cost/no-cost materials to support early literacy and numeracy programs
- Video-module on how to make and use low-cost/no-cost materials developed and available for use by SBM and SMs
- Regular “make and take” sessions organized for teachers in field school
- Policy in place for inclusion in Ministry list of authorized resources locally-produced materials validated by REB

Activity 2D: Promote a culture of reading.

In Year 1, L3 implementing partner Concern Worldwide Rwanda (CWR) conducted a study of parents’ perceptions of literacy as well as the positive practices and the barriers, both in the home and at community level, to developing a culture of reading. In Year 2, the results of the study will be used to identify key messages that all partners working to support improved literacy should communicate to parents and community members.

Early in the 2013 calendar year, the L3 SBM task manager will train VSO volunteers and national mentors on the key messages as well as on behavior change communication strategies. Concern will use the results of the 2012 study to develop a training module for community members on how to support reading at home, in the community and in the school. Once finalized, the module will be used to train SBMs, community-based facilitators and Parent teacher Committees (PTCs) in L3 targeted schools.

VSO volunteers will also launch local campaigns to promote reading, built around the key messages. VSO literacy volunteers in TTCs will extend this campaign to schools in the TTC catchment area.

Throughout Year 2, Concern will collect data to document community involvement activities in order to identify key steps for a countrywide rollout of the initiative.

Outputs 2.D:

- Key messages identified for inclusion in national, regional and local campaigns.
- VSO, SMS, SBMs and PTCs trained in key messages around literacy and learning (positive attitudes and behaviors)
- Training modules for community member to support literacy developed
- Local campaigns based on key messages to promote reading launched in schools in TTC catchment areas

Result 3: Support for English

Activity 3.A: Develop a program to transition teachers (and students) to English as a language of instruction

In Year 2, the L3 team will finalize P1 and P2 instructional materials English (IAI programs, teacher's manual, decodable texts). The materials will be bound by term (term 1 package, term 2 package, term 3 package) and distributed to 2013 schools, along with audio players. Throughout the year the team will monitor the implementation process and identify adjustments that need to be made prior to the nation-wide rollout.

In addition, the team will launch the production of year 3 materials. This will include doing audience research in P3 classrooms, and working with CPMD to finalize a scope and sequence for the materials.

Outputs 2.A:

- P1 and P2 English instructional materials and audio players distributed to 2013 L3 schools
- Term 1, P3 English materials developed and ready for distribution.

Activity 3.C Use the SBMP to reinforce teachers' English

The video-modules developed to support the implementation of the literacy-numeracy based SBMP program in Years 1 and 2 will be produced using simplified English. During the field test of the modules, we will assess the degree to which SMs and SMBs are able to facilitate trainings in English using the new modules, as well as teachers' ability to engage in pedagogical discussions (in Kinyarwanda or English) – or the extent to which P1 to P3 teachers are able to follow and participate in video-based trainings conducted largely in English/simplified English. The results of the field test will provide valuable information as to changes to incorporate into the design of future modules.

USAID e-interns recruited in Year 1, will identify additional audio or video materials that could be uploaded to L3 audio and video players to support teachers' (or community members) English language development. The additional materials will be identified early in Year 2 and a final list compiled and presented to CPMD and TDM for review and approval. The approved list of materials will then be uploaded on L3 audio and video players.

To support SBMs in achieving their goal of improving teachers' English language proficiency (in addition to their instructional practices), L3 implementing partner VSO will recruit an English language specialist to develop self-assessment tools, keyed to the European Common Framework for Languages, that will allow teachers (and SBMs) to determine where they lie on the continuum of language learning and what they need to learn to move to the next level. Once validated, the tools could serve as the basis for the development of a credentialed English language inservice program.

The VSO volunteer will also develop training materials to train SMs and SBMs on how to use the materials and monitor the extent to which they are able to use the materials.

Outputs 3.C

- School-based Mentoring Program video modules produced in English
- Technical report on SMs and SMB's ability to facilitate trainings in English using new video-based modules produced.
- Additional ESL audio and/or video materials identified and uploaded on L3 audio and video players
- English diagnostic, self assessment tools developed and validated
- SMs and SBMs trained in how to use the tools

Activity 3.D Revise the existing English curriculum

The development of the scope and sequence for P1/P3 will provide us with an opportunity to review the existing ESL curriculum with the Ministry to determine the extent to which it aligns with the new student performance standards and supports the transition to English as a language of instruction in P4.

As mentioned in 1.A above, in Year 2, L3 will work with CPMD and the consulting company recruited to support the development of the revised curriculum, to identify strategies that ensure that effective literacy instruction vision is embedded in the revised curriculum. This will include identifying the process that will be used to support the curriculum revision process and how L3 resources can be leveraged to support this process. Once this is clear, L3 will put in place a program to mobilize those resources.

Outputs 3.D

- Terms of reference for L3 support to curriculum revision process developed

Result 4: Strengthen Ministry Capacity

Activity 4.A: Strengthen REB central capacity

In Year 1, L3 embedded technical staff in the REB to provide direct technical support to key technicians. In addition, L3 launched or participated in a series of initiatives with capacity building focus. The Table below outlines the activities launched in Year 1 that will be continued in Year 2, as well as additional Year 2 activities, that will provide opportunities for capacity building in Year 2.

Table: Foci of central REB capacity building in Year 2

Capacity building foci	Technical support
<ul style="list-style-type: none"> • Student performance standards and grade-specific benchmarks (See 1.A) 	L ³ Technical Director, Literacy/numeracy Task Leaders, EDC Consultants
<ul style="list-style-type: none"> • Instructional framework for systematic literacy & numeracy (See 1.B) 	L ³ Technical Director
<ul style="list-style-type: none"> • Rwanda Reads Initiative 	L ³ Technical Director
<ul style="list-style-type: none"> • Development of web-based tool for developing Kinyarwanda curriculum and instructional materials (SynPhony) 	L ³ Technical Director, Instructional materials development team
<ul style="list-style-type: none"> • Production of print materials to support literacy/numeracy program (See 2.A) 	Literacy/numeracy Task Leaders
<ul style="list-style-type: none"> • Production, using REB in-house audio production facilities, of IAI programs and other audio materials (See 2.A) 	EDC IAI specialists, IAI Task Leader, EDC audio technicians
<ul style="list-style-type: none"> • Production, using REB in-house video studio, of video modules (See 1.C) 	VSO volunteer
<ul style="list-style-type: none"> • CPD Task Force 	L ³ Technical Director, SBM Task manager
<ul style="list-style-type: none"> • SBM technical committee 	L ³ Technical Director, SBM Task manager
<ul style="list-style-type: none"> • SBM and SM professional standards (See 1.A) 	IEE
<ul style="list-style-type: none"> • SBM costed strategic plan 	EDC consultant
<ul style="list-style-type: none"> • Institutional framework for implementation of SBMP (See 1.C) 	L ³ Technical Director,
<ul style="list-style-type: none"> • Training modules to support implementation of SBMP (See 1.C) 	IEE
<ul style="list-style-type: none"> • Development of diagnostic tools to assess teachers' English language skills 	VSO/TDM
<ul style="list-style-type: none"> • Implementation of Math camps 	VSO/CPMD
<ul style="list-style-type: none"> • Support to implementation of LARS/FARS (See 4.E) 	EDC Literacy/numeracy experts, L ³ M&E Director, L3 evaluation/research specialists

Outputs 4.A:

- Technical projects to reinforce Ministry capacity launched
- See above list

Activity 4.B. Transform TTCs into centers of excellence for literacy/numeracy.

Although no formal activities were planned in Year 1, support for TTCs became a focus. L3 technical team members along with VSO volunteers participated in the development of the new TTC curriculum, and in particular, the development of English course for language specialists and the Language Methods and Practices course. In the English course, additional support was provided for the development of sample units (teacher guidelines) for implementing the new curriculum. VSO volunteers also supported the revision of a number of the other courses, including Foundations of Education, Drama and Music.

Early in Year 2, L3 and implementing partner VSO will support the completion of the English guidelines as well as the training of TTC instructors in the new English, Language Methods, and Mathematics Methods course. In addition, working sessions will be organized to support the development of guidelines for the mathematics methods course, as well as the development of an English communications course for science and social studies specialists.

To support the implementation of the new English and language methods courses, two VSO volunteers have been recruited and will be assigned to the TTCs of Save and Bicumbi. The volunteers will co-teach the courses, initiate activities at their respective TTCs to support the development of a culture of reading, organize school outreach programs (see 2.D above) and organize Math Camps and Writer's Workshops for TTC instructors and student teachers.

Outputs 4.B

- Guidelines for TTC English and Mathematics Methods courses completed
- TTC instructors trained on new courses
- English communications course developed
- VSO volunteers appointed to two TTCs
- Programs initiated at two TTCs to transform TTCs into centers of excellence for literacy and numeracy

Activity 4.C. Develop tools and systems for monitoring teacher practices.

In Year 2, as part of the support to the SBM program, we will work with the SBM technical working group to develop a list of evidence-based instructional practices that SBMs will focus on in their work with teachers. Once finalized, we will facilitate the development of a criterion-referenced observation tool that will allow SBMs to evaluate the extent to which these practices are evident in classrooms and identify what teachers need to focus on to align their practices with the commonly-held vision of effective instruction. This will entail producing - for each of the

practices listed - 'snapshots' describing observable practices at different points along the professional development continuum, from beginner to expert. The snapshots will provide observers (and teachers) with a common vision of effective practice, a common language to describe that vision and an objective means of measuring progress with respect to that vision.

Once the observation tool is finalized, we will work with REB to train SMs and SBMs in the use of the tool and to implement a system for collecting, aggregating and analyzing the data collected.

Outputs 4.C:

- List of key evidence-based instructional practices developed and validated by REB
- Classroom observation tool, keyed to instructional practices, developed and validated by REB
- SMs and SBMs trained in the use of the tool
- System for collecting, aggregating and analyzing data defined

Activity 4.D. Improve tools and systems for assessing students' reading and mathematics competencies.

Early in Year 2 we will work with the REB to develop a multi-year plan to respond to priority needs in the design, implementation and analysis of literacy/numeracy assessments (LARS, EGRA/EGMA, national exams). The plan will integrate REB, L3 and UNICEF resources, and identify the resources required each year and the roles and responsibilities of each partner. In the case of L3 resources, we will encourage REB to make strategic use of EDC's world-class experts in mathematics and psychometricians, particularly with respect to:

- the development of LARS and/or examination questions that measure progress with respect to the benchmarks outlined in the new student literacy/numeracy performance standards, as well as critical cross-curricular skills (problem solving, critical-thinking, and written expression).
- the identification of items from regional assessments (SAQMEQ, PISA, TIMS, UNITY/Uganda for example) that could be embedded in the LARS and/or national exams and used to compare Rwandan students' performance with that of students in neighboring countries.

One element of the multiyear plan will be the development of P3 and P5 English and Kinyarwanda reading fluency data to validate the draft national standards developed in Year 1. This will include supporting CPMD to develop qualitative criteria for grade-specific P3 and P5 texts, developing new instruments, based on these criteria, to collect data on students' reading fluency, field testing these instruments and then using the revised instruments to collect data on a nationally-representative sample of P3 and P5 students. Once analyzed, the results will be used to validate or revise the draft standards.

Output 4.D:

- Multi-year plan for the design, implementation, and analysis of literacy/numeracy assessments developed

- Qualitative criteria established for end of P3 and end of P5 reading text (English and Kinyarwanda)
- Data collected on nationally representative sample of P3 and P5 students and used to validate or revise draft national standards

Result 5: Improved Equity in Education

Activity 5.B: Promote positive images of girls and other marginalized groups

The Year 1 study conducted by L3 implementing partner Concern will result in the identification, early in Year 2, of key messages for a behavior change campaign, including positive attitudes and behaviors to reinforce with respect to girls and other marginalized groups. In Year 2, Concern will train SMs and SBMs and community facilitators in L3 sites on behavior change communication messages (BCC) to promote positive images of these target groups. They will monitor the success of the strategy and make necessary revisions prior to the start of the national rollout in YR 3.

Outputs 5.B:

- SMs, SBM, Community Based Facilitators and PTCs in L3 sites trained on BCC messages to promote positive images of girls and marginalized groups
- Evaluation data collected and program adapted for rollout nation-wide.

Activity 5.C: Train teachers and parents to address barriers

L3 Implementing partner VSO will develop and field test a module on inclusive education, integrating material from the UNICEF Child Friendly Schools and CAPACE programs and L3 research findings from 5B. The module will, among other things, train student teachers on: 1) how to use simple diagnostic tools to identify underperforming students and 2) how to implement appropriate remediation activities. The module will also be integrated to the package of support for PTCs and developed by the local NGO for community volunteers.

Output 5.C:

- Inclusive education module developed, validated and field tested in at least one TTC
- Diagnostic tools and remediation activities for literacy/numeracy developed (see 2.A) above
- Teachers and community members trained on how to use the tools and activities to reach struggling students (See 1.C, 1.D and 2.A above)

Activity 5.D. Provide additional resources to rural, low-income areas

The national rollout of L3 initiatives calls for additional supports to be targeted to students in rural and low-income areas. To prepare for that rollout, early in YR 3, we will work with the REB to put in place a process for identifying those schools. Once identified, the schools will benefit from the additional supports described in 1.F and 2.B above.

Outputs 5.D:

- Process for identifying schools in rural and low-income areas established
- Process used to identify schools in each district that correspond to that profile
- Implement additional activities in target schools (see 1F and 2.B)
- Institutional support to sector education officers to monitor progress in these schools provided

Activity 5.E. Increase awareness of equity issues at key nodes

In Year 2, we will complete the activities launched in Year 1. This will include establishing a formal alliance with Fawe to ensure that the monitoring of girls' performance in reading and mathematics is integrated into the work of the district gender task force. We will also put in place processes for awarding district grants to local gender task forces that implement programs that support girls' literacy.

We will also establish a formal alliance with UNICEF to promote the principles of Child Friendly Schools.

Outputs 5.E:

- Formal alliances established with Fawe detailing nature of L3 collaboration
- Procedures and terms of reference finalized for distribution of grants to district gender task forces finalized with Fawe
- Formal alliance established with UNICEF detailing nature of L3 collaboration to support principles of Child Friendly Schools.

Monitoring and Evaluation

In YR1, we built the foundations for our monitoring and evaluation plan by finalizing our Results Frameworks (performance indicators, annual targets) and having it validated by USAID and MEMS. In year 2, our M&E will focus on three primary activities: 1) reinforcing the foundations of the L3 M&E program, 2) evaluating the impact of L3 P1 and P2 materials and 3) conducting a baseline assessment of P1 to P4 English teachers' English language skills.

Firstly, L3 will focus on the completion of the L3 M&E Policies and Procedures Handbook and the Performance Indicator Reference sheet for each indicator and data collection tools that will be used to monitor progress, and training L3 implementing partners on the M&E systems and procedures.

Secondly, the L3 M&E team will complete the P1/P2 baseline reports, and design and implement the impact evaluation itself.

And finally, the L3 M&E team will work in partnership with DFID and BC to conduct a national baseline study of P1 to P3 teachers' English language skills.

Outputs Monitoring and Evaluation:

- L3 M&E Policies and Procedures Handbook finalized

- Performance Indicator Reference Sheets and data collection tools finalized for each indicator
- L3 implementing partners staff trained on M&E systems and procedures
- P1/P2 baseline reports completed and validated; impact evaluation data collected
- National baseline study of P1 to P3 teachers' English language skills completed

Collaboration and Resource Leveraging

In Year 1, we formed alliances with DFID (baseline testing of English skills; development of institutional framework for SBM program; All Children Reading Conference), with Peace Corps (implementation of mobile library project), and with UNICEF (tender to support production of additional reading materials for P1 to P6; organization of Quality Education Summit). In Year 2, we will build on and strengthen these initial alliances and form additional alliances to further advance L3 initiative goals. In identifying alliances, we focus partners that are able to contribute high quality products or services to advance the goals of the L3 Initiative.

Outputs Collaboration and Resource Leveraging:

- Formal alliance established with at least one additional technical partner.
- At least one public-private partnership established.

ANNEX – Year 2 Implementation Plan

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
ADMINISTRATION AND MANAGEMENT														
Prepare monthly financial statements and projections	L3 admin team													
Prepare quarterly accruals	EDC home office													
Prepare monthly, quarterly and annual reports	L3 admin team													
Organize quarterly portfolio review to review progress and identify measures to ensure targets are met	L3 Project Director													
Organize monthly meetings with L3 sub awardees to review progress, network and engage in joint problem solving	L3 admin team													
Organise Monthly USAID update Meeting	L3 Admin team													
.....														
MINISTRY OF EDUCATION/RWANDA EDUCATION BOARD PARTNERSHIP BUILDING														
Participate in continuous professional development task force	L3 Technical Team													All indicators
Co-chair school-based mentoring technical working group	L3 Technical Team													
Participate in Rwanda Reads steering committee	L3 Technical Team													
Participate in Rwanda Reads Task Force	L3 Technical Team													
Hold quarterly meetings with REB to review progress	L3 admin													
COMMUNICATION														
Host/feature Rwanda Reads on L3 website	L3 Commutation													
Maintain/expand upon merged L3 and RR Website	L3 Communication													
Produce articles on L3-supported initiatives for publication in local media outlets	L3 Communication													
Produce semiannual newsletter with REB (electronic)	L3 Communication													
Complete quarterly success stories	L3 Communication													
Distribute quarterly reports to DG, REB and DDGs	L3 admin													

Commented [E1]: There is activity that was planned in Y1 (Identify and negotiate with partner Radio Stations) we didn't realize this activity? Do we still need to work on it? Can we make it as an activity in Communication Activities?

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)											Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	
COMPONENT 1: IMPROVED QUALITY OF TEACHING													
1.A. Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision													
Draft national mathematics standards, P1 to P6													Number of learners receiving reading interventions at the primary level (Type: Output)
Develop draft national standards for mathematics, P1 to P6	P. Goldenberg, REB												
Develop draft performance tasks to measure progress with respect to mathematics standards	P. Goldenberg, REB												
Support review/revision/finalization of national mathematics standards and performance tasks	P. Goldenberg, REB												Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (Type: Outcome/Impact)
Draft national reading standards, P3 and P5													
Collect, analyze data on P3 and P5 students' English and Kinyarwanda reading fluency to validate draft national reading standards	L3 M&E team, REB												
Produce summary report on results of study of P3 and P5 students' English and Kinyarwanda reading fluency; Propose revised standards, if necessary	L3 M&E team, REB												
Develop tools for measuring progress with respect to standards													
Develop Term 1, P1 and P2 school, classroom and home/community-based instruments for data collection on reading and numeracy skills	Instructional materials developers, Local NGO												Proportion of students who, by the end of grade 5, are able to read and demonstrate understanding as defined by a country curriculum, standards, or national experts (Type: Outcome/Impact)
Develop Term 2, P1 and P2 school, classroom and home/community-based instruments for data collection on reading and numeracy skills	Instructional materials developers, Local NGO												
Develop Term 3, P1 and P2 school, classroom and home/community-based instruments for data collection on reading and numeracy skills	Instructional materials developers, Local NGO												
Develop Term 1 P3 school, classroom and home/community-based instruments for data collection on reading and numeracy skills	Instructional materials developers, Local NGO												
Support embedding of common vision in new primary curriculum													

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Establish terms of reference with CPMD for L3 support to curriculum revision process	L3 technical team													Outcome/Impact)
Mobilize L3 support for curriculum revision process, as outlined in terms of reference	P. Goldenberg (EDC), N. Clark-Chiarelli (ED) L3 technical team													
1.B Develop an instructional package keyed to the new standards														
Complete adaptation of SynPhony software for Kinyarwanda	L3 Kinyarwanda team, CPMD													Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)
Develop instructional framework for P3 systematic early literacy, numeracy and ESL instructional materials (activity completion time contingent on CPMD approval)	L3 IM team, CPMD													
Validate scope and sequence for each of the three curricular areas (activity completion time contingent on CPMD approval)	CPMD													Number of learners receiving reading interventions at the primary level (Type: Output)
1.C Complete School-based Mentoring Program (SBMP) framework and train mentors														
Complete costed strategic plan for SBM program	L3, REB													
Validate SBM and SM job descriptions (activity supported by L3 and executed by TDM)	TDM													
Validate SBM standards (activity supported by L3 and executed by TDM)	IEE, TDM													
Validate SM standards (activity supported by L3 and executed by TDM)	IEE, TDM													
Recruitment of SBMs and SMs														
Provide administrative and logistical support to TBM for recruitment of SBMs	L3 SBM task leader													
Provide administrative and logistical support to TBM for recruitment of SBMs	L3 SBM task leader													
Development of training plan and materials														

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Complete review of existing SBM training materials	IEE													
Develop overview of trainings for SBM and SM	IEE													
Develop training module(s) on 1) principles of effective mentoring; 2) and characteristics of effective School-based Mentoring Programs	IEE													
Develop self-directed video modules to train School-Based Mentors in effective mentoring and peer-support practices	IEE, VSO													
Produce other video-based self-directed modules to support SBMP	VSO CPMD video technician, L3 SBM Task Leader													
Procurement of technology platform														
Purchase and distribute video viewing system	L3 procurement team													
Implementation of training plan														
Train 60 SM in mentoring techniques	IEE (with BC and TDM)													
Train SMs on implementing effective SBMP literacy and numeracy teacher training program	L3 SBM task leader													
Train SBM on principles of SBM and how to use video modules in school and cluster-based trainings	L3 SBM task leader													
1.D Roll out the SBMP														
Identify criteria for selection of schools and select 2013 target schools	L3 M&E team													Proportion of teachers in SBMP using literacy/ numeracy methods and materials introduced by the L3 initiative
Identify SBMs and SMs assigned to these schools	L3 SBM task leader, TDM													
Support bi-weekly (every two weeks) meetings of SBMs with SMs	L3 SBM task leader, TDM													
Support monthly visit of SM to SBM work sites	L3 SBM task leader, TDM													Number of teachers/educators/teaching assistants who successfully completed in-service training
Conduct regular site visits to L3 schools to monitor program	L3 SBM task leader													
Support to P1 and P2 teachers														

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Train all P1/P2 English, mathematics and Kinyarwanda teachers in use of new instructional materials, including interactive audio	SMs, SBMs, L3 IMD team													or received intensive coaching or mentoring with USG support
Organize bi-monthly teacher meetings using self-directed video modules to explore new instructional strategies, exchange ideas, etc.	SBMs													
Organize quarterly "made and take" sessions	SBMs													
Organize follow up classroom visits (observations, co-teaching, model lessons)	SBMs													
1.E Incorporate the Rwanda L3 literacy/numeracy models in TTCs														
Distribute P1 and P2 instructional materials to all 13 TTCs.	L3 Admin team													
Train TTC, VSO instructors on effective literacy/numeracy instruction & how to use L3 materials and technologies	L3 IMD team													
Math Camps														
Recruit VSO volunteer for CPMD to develop Math Camps	VSO, CPMD													Number of different book/story titles and problem sets authored locally
Develop, in collaboration with CPMD and EDC mathematics specialists, a tool kit on how to implement effective Math Camps	VSO CPMD Mathematics volunteer													
Organize initial Math Camp	VSO CPMD Mathematics volunteer													
Organize Math Camps in TTCs for student teachers	VSO CPMD Mathematics volunteer													
Develop communications materials (articles, web postings, brochures, etc.) to publicize Math Camps	VSO CPMD Mathematics volunteer													
Develop and oversee the launch of a rollout plan for the Math Camps	VSO CPMD Mathematics volunteer													
Writers' Workshops														
Organize Writers' Workshops in TTCs for student teachers	VSO volunteers													

Commented [E2]: To me if we say Responsibility goes to SBMs , The Activity goes to SBMs not To L3?

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Develop and implement a rollout plan for the successful expansion of the Writers' Workshop Initiative	CPMD VSO volunteer (Literacy)													
Support the editing of the "best products" from the different Writers' workshops	CPMD VSO volunteer (Literacy)													
Coordinate the illustration, desktop publishing, printing and distribution of "best products" from the Writers' Workshops	CPMD VSO volunteer (Literacy)													
Develop a "budgeted-recovery" plan to support the illustration, desktop publishing, printing and distribution of "best products" from the Writers' Workshops	CPMD VSO volunteer (Literacy)													
Participate in and support Rwanda Reads Taskforce activities	CPMD VSO volunteer (Literacy)													
1.F Pilot initiatives to improve teachers' motivation and working conditions.														
Support to implementation of a community mathematics/literacy volunteer program														
Publish RFA to recruit local NGO to develop community literacy program	L3 Equity and Community team leader													Number of learners receiving reading interventions at the primary level (Type: Output)
Award contract to selected NGO	L3 Admin team													
Recruit VSO volunteer to support local NGO	VSO													Number of PTAs/PTCs that undertake initiatives- to support increased teacher motivation with USG assistance
Develop and test training program and materials (including training modules) in pilot districts	NGO													
Motivating teachers														
Develop teacher motivation module	Concern													Number of PTAs or similar 'school' governance structures supported
Train communities on supporting teacher motivation	Concern													
														Number of PTAs/PTCs that undertake initiatives- to support increased teacher motivation with USG assistance

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Distribute small grants to schools or sectors that implement measures to 1) motivate teachers; 2) reward teachers/schools with improved literacy and numeracy outcomes; and 3) improve girls' literacy and numeracy results	L3 Equity and Community team leader													Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
COMPONENT 2: IMPROVED AVAILABILITY AND USE OF TEACHING AND LEARNING MATERIALS														
2.A. Provide all teachers and students with a comprehensive package of materials														
Launch national story writing contests to produce read aloud books	L3 technical Team, REB													Number of different book/story titles and problem sets authored locally
Do audience research for P3 print and audio materials development	P. Goldenberg (EDC), L3 Instructional Materials developers													
Field test of program materials (teacher's manual, decodable texts, audio stories, etc.) and evaluation of impact on student learning and teacher practices														
Complete Term 1, P1 and P2 materials (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)	Instructional Materials developers													Number of textbooks and other teaching and learning materials provided with USG assistance
Complete Term 2, P1 and P2 materials (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)	Instructional Materials developers													
Complete Term 3, P1 and P2 materials (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)	Instructional Materials developers													Number of different book/story titles and problem sets authored locally
Complete Term 1, P3 materials (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)	Instructional Materials developers													

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Identify treatment and control schools	L3 M&E team													
Monitor program implementation (ongoing)	L3 M&E and IMD teams													
Adjust program inputs, based on data from implementation monitoring	L3 IMD teams													
Roll out of program nation wide														
Purchase and distribute school audio players	L3 Admin team													Number of schools using Information and communication technology due to USG support (Output)
Organize initial training of teachers and HT in how to use IAI and other program materials	L3 IMD teams developers, SBM task leaders													
Print and/or reproduce Term 1, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials	L3 Admin team													Number of textbooks and other teaching and learning materials provided with USG assistance
Distribute Term 1, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials to target schools to target schools	L3 Admin team													
Print and/or reproduce Term 2, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials	L3 Admin team													
Distribute Term 2, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials to target schools	L3 Admin team													
Print and/or reproduce Term 3, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials	L3 Admin team													
Distribute Term 3, P1 and P2 teachers' manuals, decodable texts, read aloud books and audio materials to target schools	L3 Admin team													
2.B Pilot additional innovative tools and materials in rural and low-income regions														
Video libraries														
Establish local and NGO partnerships for provision of videos for classroom and community use	E-Interns													Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct
Catalogue video material; cross reference with curriculum outcomes and/or age-level appropriateness	E-interns													
Produce teacher's manual on how to use video in classroom/community	EDC home office; E-interns													

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Upload videos on video viewing platforms in low-income areas; train teachers on how to use video in classroom	L3 Admin team													words per minute)
Monitor implementation of program; refine for expansion of program	L3 M&E tam													
Cell phones														
Negotiate preferred rate with local cell phone providers	L3 Technology committee													Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support
Develop and implement cell phone-based text literacy/numeracy program for pilot schools in low-income areas	L3 Technology committee													
Mobile libraries														
Develop, procedures for managing mobile libraries	L3 Equity and Community team leader, Peace Corps Volunteers (PCVs)													Number of learners receiving reading interventions at the primary level (Type: Output) Number of textbooks and other teaching and learning materials provided with USG assistance Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
Purchase additional reading materials	L3 Equity and Community team leader													
Pilot initiative in Peace Corps and VSO sites	L3 Equity and Community team leader, PCVs													
Collect and analyze pilot data	L3 Equity and Community team leader, PCVs													
Develop plan for expanding program to other regions	L3 Equity and Community team leader, PCVs													
Book fairs														
Establish list of priority literacy materials for Brothers to Brothers	VSO KIE													Number of textbooks and other

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
shipment	Literacy Volunteer													teaching and learning materials provided with USG assistance
2.C Support student, teacher and community production of low-cost/no-cost materials														
Train TTCs, SM and SBM on how to make and use lo-cost/no cost instructional materials	VSO, L3 SBM Task Leader													Number of textbooks and other teaching and learning materials provided with USG assistance
Organize regular "make and take sessions" for SBMs	SBMs													
Organize regular "make and take" sessions for teachers in field schools	SBMs													Number of different books and problem sets authored locally and reproduced for use in schools
Produce video-module on how to make and use low-cost/no-cost materials developed and available for use by SBMs and SMs	VSO CPMD video technician, L3 SBM Task Leader													
Supplementary materials to support implementation of literacy and numeracy programs produced locally and distributed to schools via Ministry instructional materials distribution network														
Negotiate procedures to allow schools to purchase Ministry-authorized, locally-produced supplementary materials with school budgets	VSO CPMD Literacy volunteer													
Negotiate with REB partnership to reproduce and distribute locally-produced material validated by national selection committee	VSO CPMD Literacy volunteer													
2.D Promote a culture of reading														
Identify key messages to promote positive attitudes and practices or behavior regarding reading	Concern													
Develop, roll out and monitor impact of key messaging to promote positive attitudes and behavior	Concern													
Train VSO volunteers and national mentors on BCC messaging around literacy and learning	L3 SBM task manager													
Develop training module on community support to literacy	Concern													Proportion of (P2) students reading with fluency and comprehension after two years of schooling
Train SBM & Community-based facilitators and PTCs on community support to literacy and key messages	Concern													

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Provide assistance to community literacy support initiatives and actions for improved culture of reading	Concern													Proportion of students who, by the end of primary school, are able to read with comprehension, according to their countries' curricular goals
Launch local campaign to promote reading, built on key messages	VSO TTC and MTD volunteers													
Launch TTC outreach program	VSO TTC Literacy volunteers													Number of PTAs or similar 'school' governance structures supported
Document community involvement activities to capture key steps for roll out countrywide	Concern													
COMPONENT 3: SUPPORT FOR ENGLISH														
3.A Develop a program to transition teachers (and students) to English as a language of instruction														
(See activities in 2A above)	English IMD team													Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline) Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output) Number of learners receiving reading interventions at the primary level (Type: Output)
3.C Use the SBMP to reinforce teachers' English														
Assess SMs and SBMs ability to facilitate trainings in English, using new video-based modules	L3 SBM task manager													Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)
Identify additional ESL audio and/or video materials for uploading to L3 audio and video players	E-intern, EDC home office, L3 SBM task manager													

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Upload MP3 versions of interactive English audio programs, additional read aloud sessions (in English), as well as British Council produced/ supported ESL programs	L3 Admin team													
Organize regular SBM activities, facilitated in English with English support materials	SBMs													
Development of English language diagnostic tools														
Support the establishment and the continued work of the Technical Working Group on English Language Assessment	VSO TDM volunteer													
Research different models of language learning continuums keyed to internationally accepted language learning continuums	VSO TDM volunteer													
Develop, field test and refine English diagnostic/self-assessment instruments for each language level, adapted to the Rwandan context	VSO TDM volunteer													
Develop training materials to train SMs and SBMs in how to use diagnostic materials	VSO TDM volunteer													
Train SMs and SBMs in how to use diagnostic instruments,	VSO TDM volunteer													
Monitor implementation and adjust accordingly	VSO TDM volunteer													
3.D Revise the existing English curriculum (activities carried out concurrently with 1.A)														
Clarify with CPMD process for revising existing English curriculum and nature of L3 support to that process	L3 technical director													Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)
Implement required support to revision of exiting English curriculum to ensure alignment with L3 materials and new national standards	L3 technical director													
COMPONENT 4: STRENGTHEN MINISTRY CAPACITY														
4.A.Strengthen REB central capacity														
Implement technical projects to strengthen MINEDUC capacity	EDC													All indicators
Advise on policies in support of L3 Initiative objectives (ongoing)	EDC													
Participate in Continuous Professional Development Task Force	L3 Technical Team manager													
Co-chair SBM technical working group	L3 Technical													

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
	Director or her designee													
Participate in Rwanda Reads Task Force and Technical Committee	L3 Technical Director or her designee													
Activity 4.B Transform TTCs into centers of excellence for literacy and numeracy														
Complete guidelines for new TTC English Course	VSO TTC volunteers, TTC Instructors													Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs
Organize working sessions with VSO volunteers, TTC & KIE instructors to draft training manual for training of TTC English, Mathematics and Language methods and practices instructors on new curriculum	VSO													
Organize 6-day trainings for TTC English, Mathematics and Language methods and practices instructors on new curriculum	VSO volunteers, TTC Instructors													
Organize working sessions to develop guidelines for Mathematics Methods course	VSO TTC volunteers, TTC Instructors													
Organize working sessions to develop English communications course	VSO TTC volunteers, TTC Instructors													
Recruit and appoint VSO literacy volunteers to two TTCs	VSO													
Initiative activities to develop a culture of reading in two TTCs	VSO TTC Literacy volunteers													
Organize school outreach program in schools in TTC catchment area (see 2.D above) to reinforce effective reading and mathematics instructional practices	VSO TTC Literacy volunteers													
Organize instructional materials making workshops (see 2.C above)	VSO TTC Literacy volunteers													
Organize Writers' Workshop and Math Camps (see 1.E)	VSO TTC Literacy volunteers													
Launch Reading Awareness Campaign (see 2.D above)	VSO TTC													

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
	Literacy volunteers													
4.C. Develop tools and systems for monitoring teacher practices														
Develop list of instructional practices targeted by SBM program	SBM Technical working group													Proportion of teachers in SBMP using literacy/ numeracy methods and materials introduced by the L3 initiative
Develop criterion-referenced classroom observation tool keyed to instructional practices targeted by SBM program	SBM Technical working group													
Devise system for collecting and aggregating data to monitor progress overall	SBM Technical working group													
Train SMs and SBMs in use of tools	TDM & L3 SBM task manager													
4.D. Improve tools and systems for assessing students' reading and mathematics competencies														
Develop plan to harmonize L3 and UNICEF support to student assessment	L3 M&E team & REB													Number of impact evaluations conducted (Type: Output)
Mobilize technical resources required to implement plan	L3 M&E team & REB													
Develop criteria for P3 and P5 reading texts, to measure fluency	L3 M&E team & REB													
Field test instruments to ensure their validity and reliability	L3 M&E team & REB													
Collect P3 and P5 reading fluency data in nationally representative sample	L3 M&E team & REB													
Analyze results and submit final report to REB for validation	L3 M&E team & REB													
COMPONENT 5: IMPROVED EQUITY IN EDUCATION														
5.B Promote positive images of girls and other marginalized groups														
Train SMs, SBM, Community Based Facilitators and PTCs in L3 sites on BCC messages to promote positive images of girls and marginalized groups	Concern													Number of PTAs or similar 'school' governance structures supported
Monitor and follow up impact of key messaging to promote positive images of girls and marginalized groups	Concern													Average increase in parity of student's performance in

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
														literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
5.C. Train teachers and parents to address barriers														
Implement module on inclusion for TTC, using L3 materials	VSO													Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
Develop diagnostic tools and remediation activities for literacy/numeracy (see 2.A) above	EDC													
Train teachers and community members on use of tools and activities to reach struggling students (See 1.C, 1.D and 2.A above)	SM, SBM, VSO													
5.D. Provide additional resources to rural, low-income areas														
Provide rural and low-income areas for additional materials (cell phones, portable libraries...), see 2.B above	EDC													Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
Implement community volunteer program (see 1.F above)	NGO													
Provide institutional support to sector education officers to monitor progress in rural, low-income areas	Concern													
5.E. Increase awareness of equity issues at key nodes														
Form alliance with FAWE's gender task force	L3 Equity and Community team leader,													Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
Draft procedures and terms of reference for distributing grants to district gender task forces	L3 Equity and Community team leader,													
Ally with UNICEF's Child-Friendly Schools approach	L3 Equity and Community team leader,													
MONITORING AND EVALUATION														
General performance monitoring and evaluation														

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Identify schools for L3 Initiative expansion in the new districts	L3 M&E team													All indicators
Finalize M&E Policies and Procedures Handbook	L3 M&E team													
Finalize and validate of Performance Indicator Reference Sheets (PIRS) for all indicators	L3 M&E team													
Finalize data collection tools to collect data on all L3 Indicators	L3 M&E team													
Conduct orientation of L3 partner staff on M&E systems, procedures and forms	L3 M&E team													
Collection of data for monitoring L3 performance with respect to indicators	L3 M&E team, Concern, VSO, IEE													
Implementation of data quality assurance procedures (to verify accuracy of data submitted, entered and archived)	L3 M&E team													
Production of summary reports for semi-annual and annual reporting on indicator targets	L3 M&E team													
Organize semi-annual review of L3 Initiative performance	L3 M&E team													
Organize annual review of L3 Initiative performance	L3 M&E team													
Evaluation of P1/P2 and P3 field test														
Complete P1/P2 baseline reports	L3 M&E team													
Organize feedback/validation sessions with REB to review, validate and finalize reports	L3 M&E team													
Submit finalized baseline reports to USAID and REB	L3 M&E team													
Prepare report on revised P1/P2 impact evaluation study procedures (sampling methodology, timelines, target population...)	L3 M&E team													
Design impact evaluation procedures in the M&E Handbook	L3 M&E team													
Train data collectors for P1/P2 impact evaluation data collection	L3 M&E team													
Collect P1/P2 impact evaluation data	L3 M&E team													
Baseline evaluation of P1 to P4 teachers' English language skills														
Identify sample for collection of baseline data	L3 M&E team													Improved English language

Activity	Responsible	YR 1 (10/1/12 to 9/30/13)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Collect data	British Council													skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)
Analyze data	L3 M&E team													
Produce summary report	L3 M&E team													
COLLABORATION AND LEVERAGED RESOURCES														
Formal alliance established with at least one additional technical partner														Diverse
Establish at least one public-private partnership established to support initiative goals (video materials, cell phone coverage, publishers, etc.)	L3 Admin team													